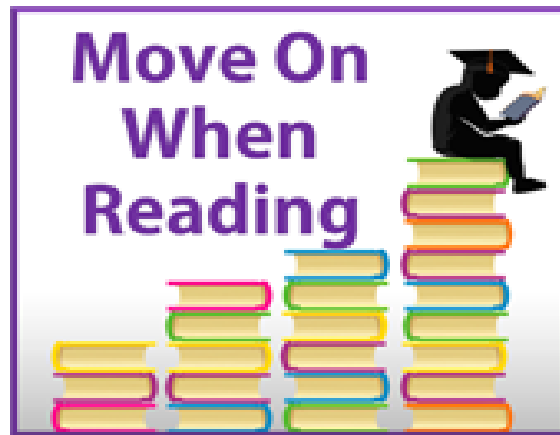


Move On When Reading



PELL February 21, 2014

Objectives for today...

- Understand the “Move On When Reading” legislation, literacy plans, retention and prevention
- Become familiar A.R.S § 15-701 and A.R.S. § 15-704
- Discuss the exemption and retention aspects of the law

Reading Frame of Mind

- Think about what one or two important components of an effective reading program would be...
- Write down one or two of those components on the side of your handout.

Components

- Phonological awareness
 - Read alouds
 - Shared Reading
 - Guided Reading
 - Independent Reading
 - Writing (all stages)
 - Word study
 - Visual Literacy
 - Oral language/speaking
 - Prosody
 - Text Features
 - **+ many other integral parts**
- * Fluency
 - * Comprehension
 - * Text analysis
 - * Close reading
 - * Academic vocabulary
 - * Decoding
 - * Concepts of Print
 - * Word Analysis
 - * High Frequency Words
 - * Compare/Contrast

Arizona Revised Statute (A.R.S.) §15-704

...requires LEAs and schools to implement a **comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention** to students reading below grade level.

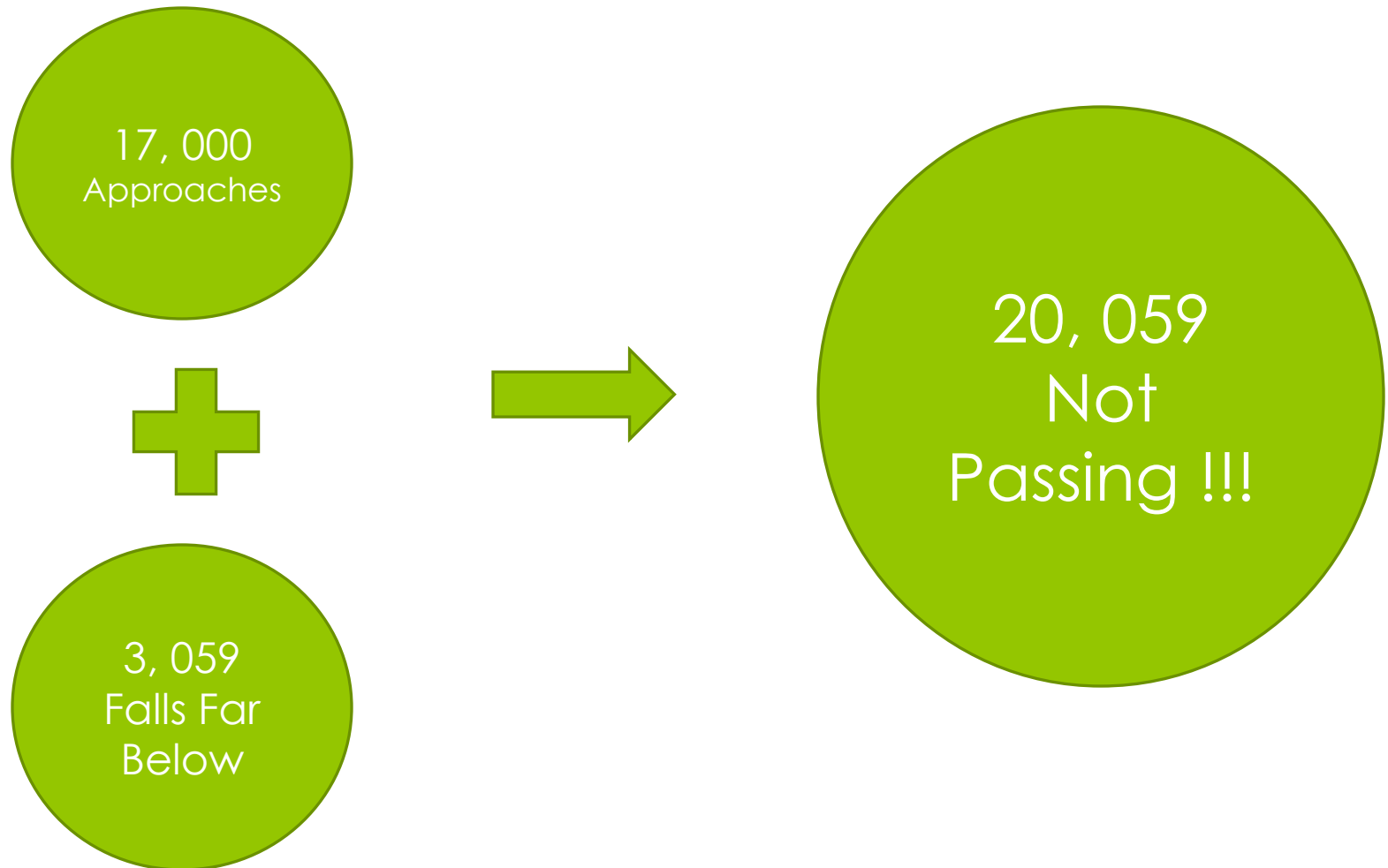
Year?

ARS § 15-701: MOWR

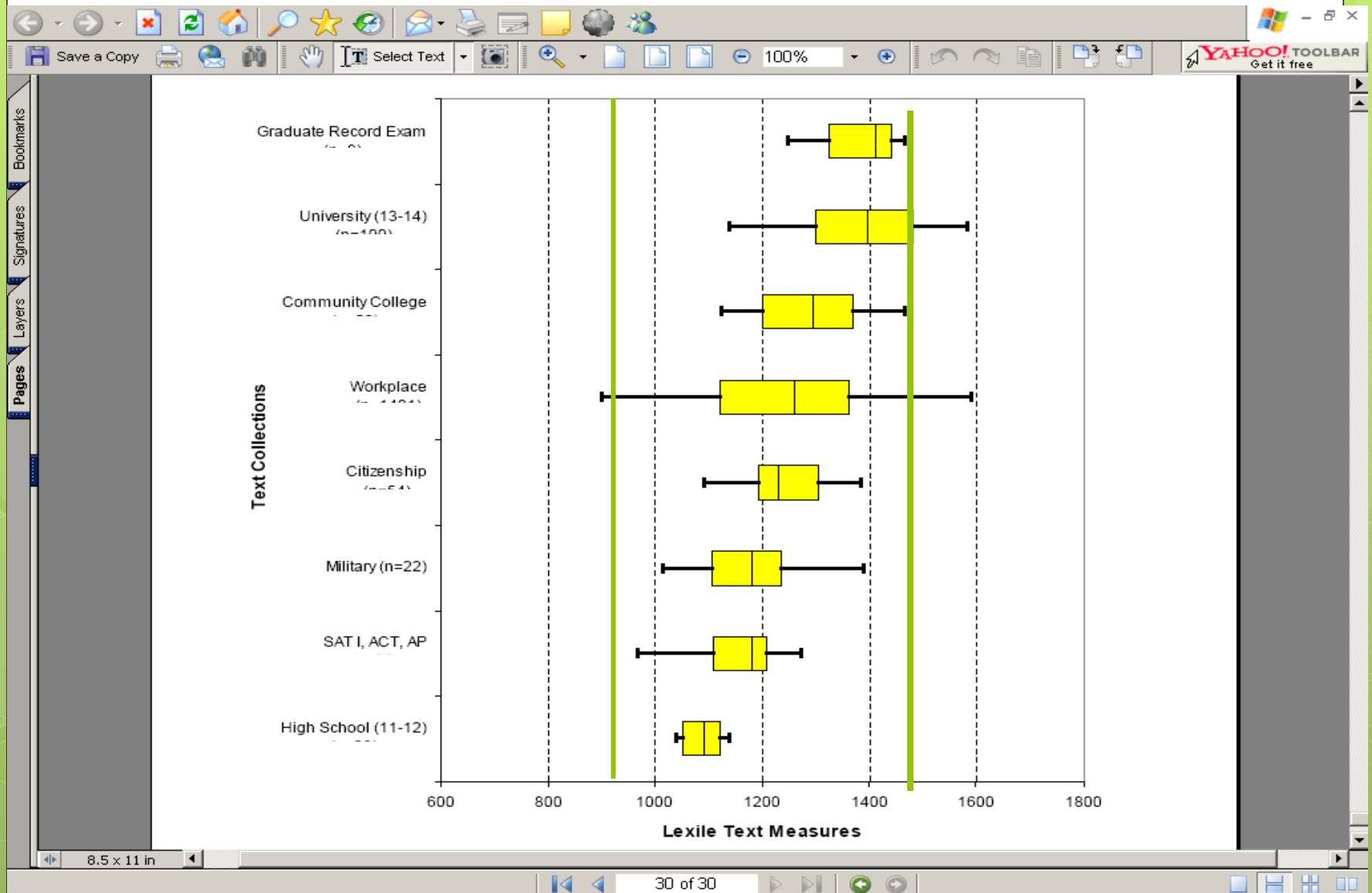
- All schools will have competency requirements for the promotion of pupils from third grade incorporating academic standards in all areas. A student will not be promoted if they obtain a score on the reading portion of the AIMS or a **successor** test, that demonstrates that they are “falls far below” in the third grade reading level.

Year?

Landscape of Reading in Arizona 2013 – 3rd grade AIMS Results



A Closer Look...Draw the Lines



PLAN FIRST!

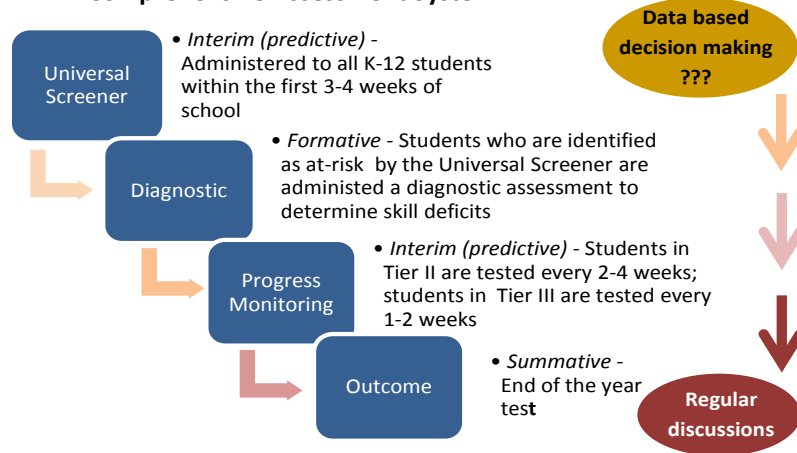
The categories are:

1. School Literacy Leadership Team(omitted this year)
2. K-3 Assessment Plan
3. Core Reading Program (Tier 1)
Instructional Time – Core Reading Block
4. Reading Intervention Plan
5. Master Block Schedule(on file at district)
6. Professional Development Plans
7. Parent/Guardian Communication

K-12 Reading Program

I. Leadership Teams: Principal, K-12 grade level teacher(s), special education teacher, coach, interventionist, Instructional support

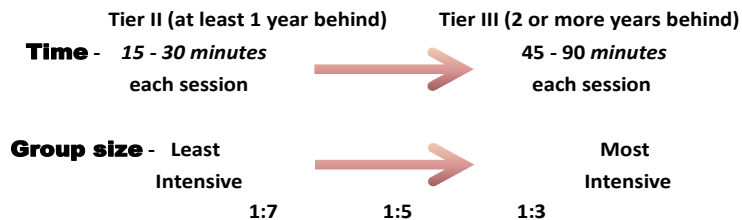
II. Comprehensive Assessment System



III. Core Instruction (90 minutes whole group/small group)

	K	1 st grade	2 nd grade	3 rd grade	4-12 th grade
Language	← Listening, Speaking, Reading & Writing →				
Phonological Awareness					
Alphabetic Principal	Letter Sounds & Combinations → Morphemes & Advanced word study				
Automaticity, Accuracy & Access					
Vocabulary	Listening → Reading				
Comprehension/ Written Response	Listening & Speaking → Reading & Writing				
Listening/ Speaking	← Receptive and Expressive →				

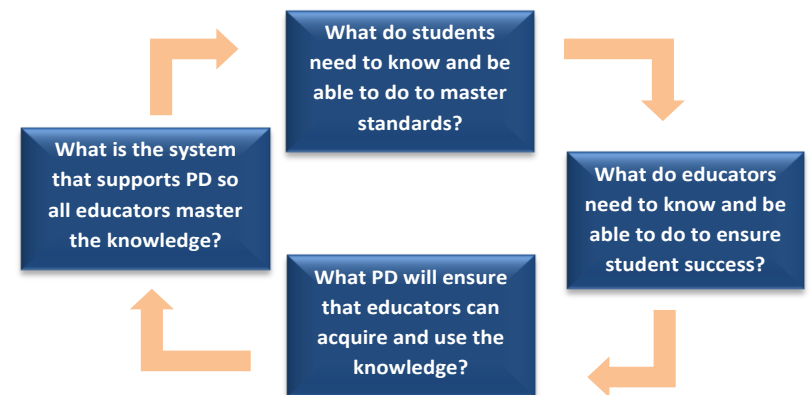
IV. Intervention (Tier II - Targeted or Tier III - Intensive)



Alterable Variables

- Time of day
- Location
- Teacher
- Amount of Practice
- Grouping
- Program Efficacy

V. Results-Driven Professional Development



VI. Parent/Guardian Communication

Teacher

data discussion

Parent

K-2 Library MAW

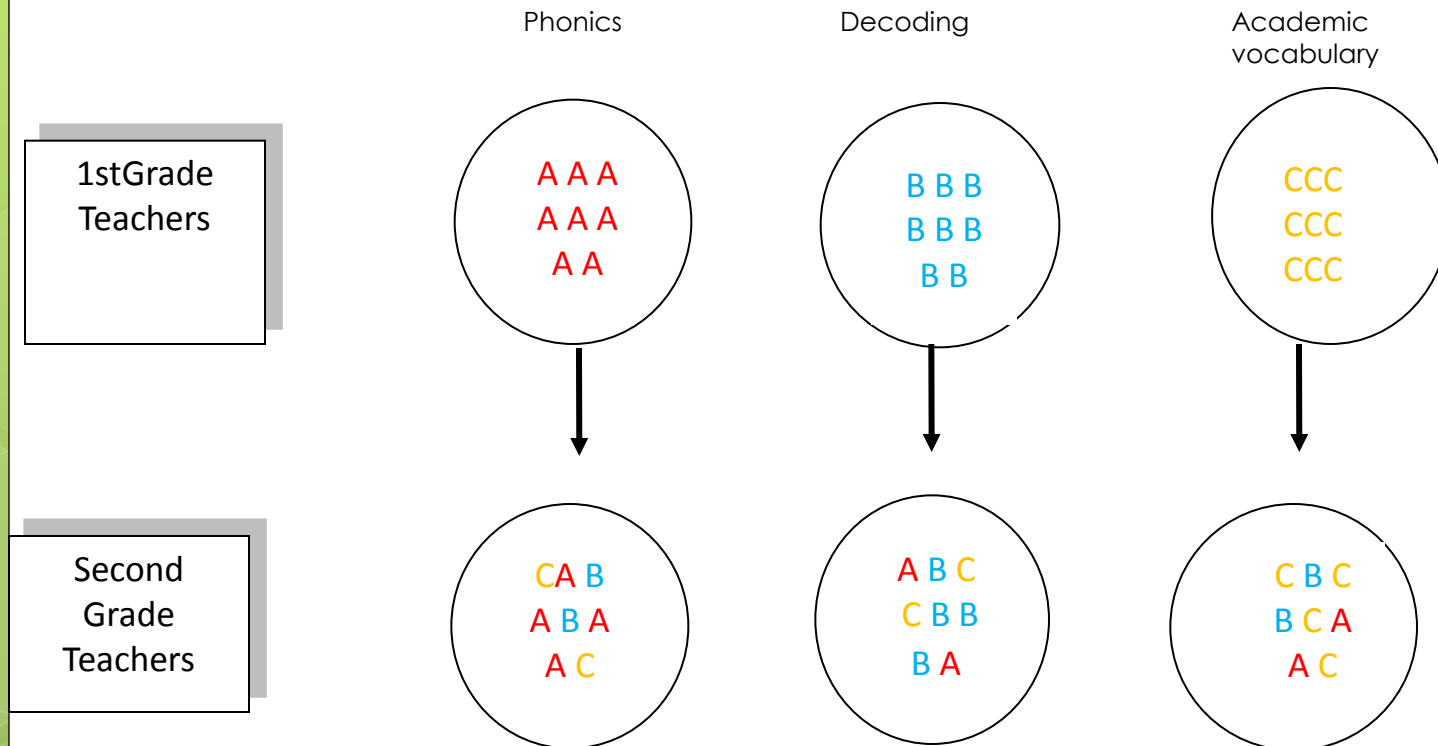
Core Reading Program (Tier 1)

- Scientifically Research based
- Universal Tier (First Best Instruction)
- Content includes Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension
- Explicit and Systematic

**90 – 120 minutes reading block =
whole group + small group**



“Holes” resulting from varying Core Program



This is what happens when everyone teaches different parts of the CORE curriculum, skips parts of the literacy continuum **OR** they go out of sequence of adopted program!

Core Instruction

(90 minutes whole group/small group)

Changing Emphasis of Big Ideas across K-3 literacy instruction

	K	1 st grade	2 nd grade	3 rd grade
Phonological Awareness				
Alphabetic Principal	<i>Letter Sounds & Combinations</i>		<i>Morphemes & Advanced word study</i>	
Automaticity, Accuracy & Access				<i>Fluency</i>
Vocabulary	<i>Listening</i>			<i>Reading</i>
Comprehension/ Written Response	<i>Listening & Speaking</i>			<i>Reading & Writing</i>
Oral Language				

Instruction Across Tier II



Targeted/Strategic

- Typically involves homogeneous small group or individual instruction
- Explicit and systematic instruction targeting specific skill/content level (narrowing the focus)
- Provision of instruction that is supplemental to Tier I instruction -- increasing the time and intensity of the instruction

Instruction Across Tier III



Intensive

- Explicit, intense instruction designed to address unique learner needs
- Delivered to individuals or **very** small groups
- Intensify established behavioral procedures and routines
- Narrowed instructional focus and increased time

Professional Development Plans



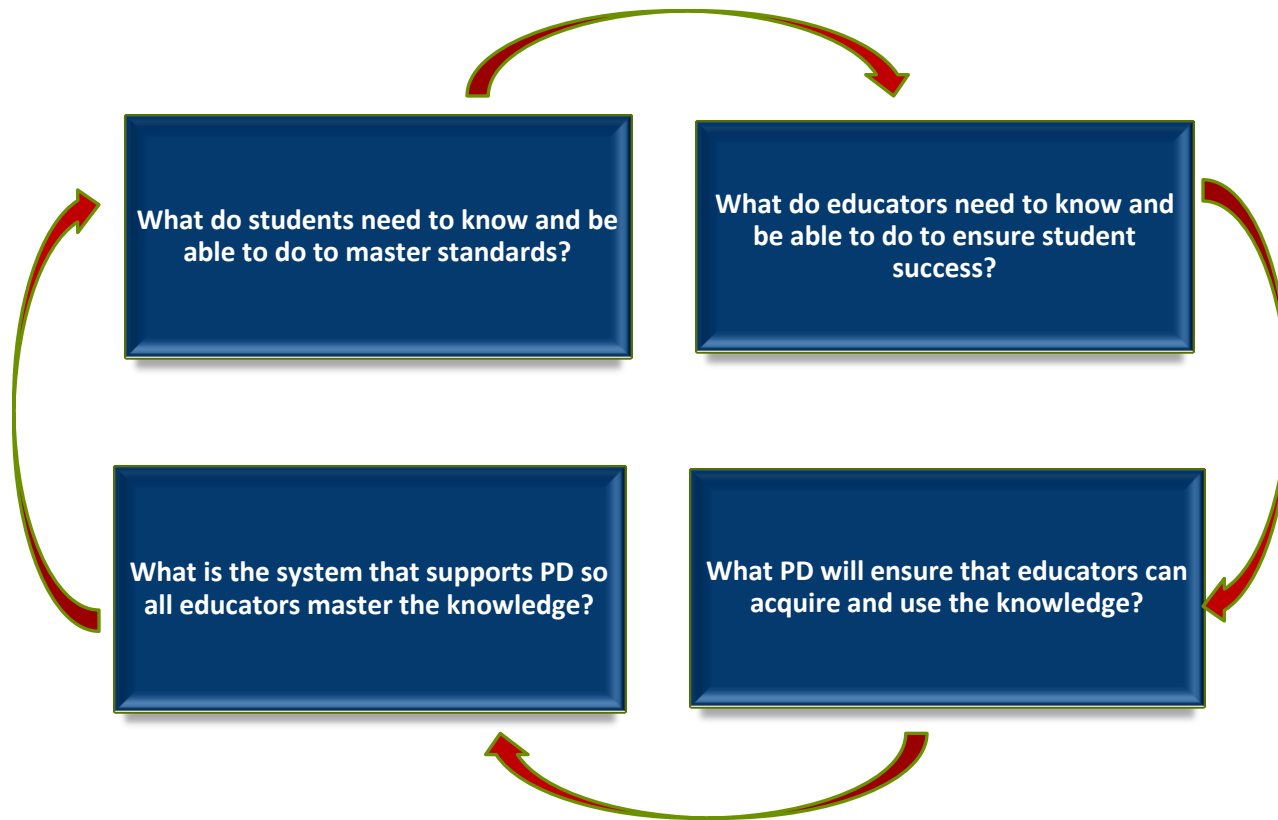
Plan thoughtful professional development activities that will have the greatest impact on instruction.

(teacher knowledge, increasing student thinking, job-embedded-learning communities)



What are the working components to the plan?

Results-Driven Professional Development



Teacher-Parent-Student Communication

- First letter blankets the entire K-3 population
- Second letter identifies those students who are “at risk” all year, and continue to stay “at risk” through winter benchmark
- Second letter is specific for those parents/guardians to see exactly what the school staff (teacher, reading specialists, intervention coach, etc.) are targeting for their child’s instruction/intervention
- Second letter also delineates who is doing what and when
- Second letter explains that as a parent/guardian there is much needed work to do on their end as well
- Should be signed, dated and filed at school

Exemptions

- A.R.S. § 15-751 – a good cause exemption is if the pupil is an English language learner or limited English proficient student as defined in law and has had fewer than two years of English language instruction.
- A child with a disability as defined in section A.R.S. § 15-761 and the the pupil's IEP program team and parent/guardian(s) agree that promotion is appropriate based on the pupil's IEP.

ELL/LEP Scenarios

- A student has been identified as an ELL since Kindergarten and is now in 3rd grade?
- No
- An ELL student was here in Kdg., left back to his country for 1st and 2nd grade and is still an ELL student and is back for 3rd grade?
- Yes
- A student was identified as an ELL when they entered school in 1st grade here in AZ, went to California for 2nd grade, but we have no information about his ELL status or the education he received, and is now back in AZ in 3rd grade?
- Yes

Scenarios-continued...

- An ELL student since Kindergarten, but as a 1st grader parents opted out of an ELL 4-hour block for his education services ever since. He is now in 3rd grade?
- **No**
- A student has been in ELL since Kindergarten and been in the same school since Kindergarten. His parents know he is probably going to 'fall far below' on the AIMS, and they keep him home during the assessment week?

continued

- A student in FEP status who regresses and is re-enrolled into a language program may be exempt from the retention requirement if they only have 16 months of language instruction before the AIMS assessment?
- More scenarios from participants???

Continued...

- A student comes into school the following year from another school (in the state) and is trying to register for 4th grade with no paperwork...
- More questions from participants??

Special Education Exemptions

- A student has an IEP in Reading and Math?
- Yes
- A student has a speech IEP for Articulation only?
- No
- A student is being screened with a Full Academic Evaluation and is awaiting the completion and it is May 15th?

Scenarios continued

- A student has a behavioral IEP (behavior) is so severe that an academic goal hasn't been written into the IEP?
- A student has been retained in a previous grade once or maybe even twice, what happens this year if they FFB?
- A student comes into our school April 10th the day before AIMS?

Retention Options

- Be assigned a different teacher for reading instruction the following year
- In the next academic year, intensive reading instruction that occurs before, during or after the regular school day, or any combination of before, during and after the regular school day.
- Attend intensive online reading instruction, or intensive 4-6 week summer school reading program, along with providing documentation of attendance
- Assessment before or within 30 days of beginning of school to determine if student made sufficient growth with documentation to promote to 4th grade

Funding

- Plan review for C-D (& not rated) schools
- A and B schools submit plan (no review) unless 10% (FFB)
- Rubric is used (44 points) (36 accepted)
- Approximate \$130.00/K-3 students on the 100 day of attendance
- Money is released by 12's into the general school M & O budget, not a separate line item
- State Board Approves – money released

2013-2014 Forecast

- New IT Format-ADEConnect/very challenging to say the least!!
- School level data-aggregated up to LEA
- Stronger communication
- Availability for on-site help



Questions and/or Comments?

Thank You!

Cindy Daniels

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